

## CHAPTER V

### CONCLUSIONS AND SUGGESTIOONS

#### A. Conclusions

The following conclusions are reached in light of the data from the previous chapter.

1. In the eight-grade English class at SMP Kreatif Medan, the male teacher employs the following speech function types: command (30 clauses, or 23%), question (50 clauses, or 40%), and statement (48 clauses, or 37.5%). In the second-grade English classroom at SMP Kreatif Medan, the female teacher employs the following speech function types: statement (44 clauses, or 35%), question (46 clauses, or 36%), offer (1 clause, or 0.7%), and command (35 clauses, or 27%).
2. Based on the result of this study in the English learning process, the male teacher has a role where he is mostly the center of focus, so he gives instruction about what students do, gives tasks and leads them through the content than female teacher. Those activities show that female teacher controls everything what happens in the class and it is in her responsible. That is why the female teacher has more authority over the learning process in English classroom interaction.
3. The reasons why male and female teachers utilize different speech functions during teaching and learning activities (1). The purpose of the introductory question was to boost students' confidence in the class; (2) the purpose of the introductory statement was to broaden their understanding and provide

them with fresh information about the subject matter that they would be studying in class; and (3) the purpose of the introductory command was to encourage students to be more engaged and focused on the learning process and regarding the female instructor: (1) Giving instructions can encourage pupils to participate more actively in their education. (2) Teachers introduce the assertion by providing fresh details about the subject they will be studying. (3) question, which can gauge how well pupils comprehend the relevant subjects. (4) The purpose of making the offer was to gauge the student's interest in learning more about the subject.

### **B. Suggestion**

In light of the previously mentioned conclusion, the following recommendations are made:

1. In order to encourage student participation in the classroom, teachers should be able to recognize various speech functions. To make the class more engaged, consider the needs and personalities of the students before implementing specific speech activities.
2. It is advised that readers, particularly students, increase their involvement in class activities in order to inspire and motivate them to actively learn English.
3. It is advised that researchers carry out more, diverse research in the classroom interaction sessions, such as the writing, reading, and listening courses, which will enhance both the teacher's performance in the English teaching class and the students' English language acquisition skills.